



Delaware Stars for *Early Success*

**School-Age Standards
Verification Manual**

2014



Table of Contents

School-Age Standards Verification Manual	1
Standards	5
Family and Community Partnerships	5
Communication (FC).....	5
Support (FS)	7
Community Partnerships (FP)	10
Qualifications and Professional Development.....	11
Education (QE)	11
Training (QT)	12
Management and Administration	15
Personnel Management (MP)	15
Operations and Administration (MO)	15
Fiscal Management (MF)	19
Learning Environment And Curriculum.....	20
Classroom Environment (LE).....	20
Observation and Assessment (LO)	21
Curriculum Planning and Implementation (LC).....	22

Introduction

Delaware Stars for *Early Success*

School-Age Standards Verification Manual

The School-Age Standards Verification Manual is a tool for determining how a program meets a particular Delaware Stars standard. The Verification Manual is primarily a tool for Stars staff and Programs participating in the Delaware Stars. The manual is a guide and has been developed with examples, but is flexible enough to encourage programs to continue to develop alternative ways to meet a standard. This manual will be updated annually and found on www.delawarestars.udel.edu.

The format for the Verification Manual is:

Standard – The complete text of the standard, its code and point value appear first in a shaded box.

Verification Method – Three different methods of verification will be used: Observation, Interview and/or Documentation. The method of verification will vary based on the nature of the standard, and some standards may use more than one method. Numbered items are necessary for verification, bulleted items are examples/recommendations. Programs may provide or submit additional forms of evidence to meet standards.

There may be multiple ways for programs to provide evidence of meeting the standard. The verification methods are not exhaustive. Programs may have innovative ways of meeting the intent of the standard and these strategies should be discussed with their Technical Assistants. These discussions may help inform future revisions to the standards and/or protocols.

File and Lesson Plan Review

Youth File Review

When a review of youth's files is required to determine standard evidence, the verifier will randomly choose:

Current Enrollment	Sample Size
30 or fewer youth	10
31 to 80 youth	20
More than 80 youth	25% of Enrollment

The verifier must ensure that files reviewed in the sampling reflect all youth served by the program. The same group of files pulled for the sample will be used for all standards that include a review of youth's files. To meet the standard 95% of the selected files must demonstrate evidence of meeting the standard's requirement for programs with enrollment of 31 or more youth. For programs with 30 or fewer youth, 90% of the selected files must demonstrate evidence of meeting the standard.

Activity Plan Review (under Learning Environments and Curriculum):

Programs will provide activity plans from the past three months. 50% of activity plans will be selected for review.

Definitions of Terms

Certain terms have specific meaning in these standards. To clarify, the following terms are defined.

Career Lattice: Delaware’s Early Childhood [Career Lattice](http://dieec.udel.edu/professionals/career-advisement) is a tool to assist early childhood and school-age professionals in career planning. <http://dieec.udel.edu/professionals/career-advisement>

School Agers (Youth): refers to youth five through eighteen years.

Youth Assessment: A tool used to understand each school-agers/youth’s developmental strengths, individual interests and need for continued growth and support. These assessments should also provide the program with information for selecting and providing activities within the curriculum framework.

Curriculum Framework: The curriculum framework should offer youth directed, project-based, hands-on learning opportunities; and integrate learning across multiple content areas with a focus on overall development of life skills, social competence and character values. The framework must include goals and learning objectives in each of the content areas: social, emotional and character development; health and personal wellness; literacy; STEM (science, technology, engineering and math); creative expression; and community and cultural awareness.

DEEDS: The Delaware (DE) Educator Data System. DEEDS is the teacher licensure system for educators in Delaware.

DIEEC: The Delaware Institute for Excellence in Early Childhood. DIEEC is the operational home of the Delaware’s Early Childhood Professional Development System and Delaware Stars for Early Success. DIEEC is located at the University of Delaware in the College of Education and Human Development in the Department of Human Development and Family Studies. .

Diverse Families: Includes the following cultural frameworks: Race, ethnicity and national origin, language, religion and/or spiritual practice, abilities and disabilities, social class, status, economic level, and sexual orientation.

Diverse Learners: Youth with disabilities and/or special health or behavioral health challenges; youth who are migrant, homeless, neglected, abused, dual language learners, low-income; or youth of all races and national origins.

DPEC Certificate: A formal document issued by the Department of Education (DOE) indicating that an individual is qualified to fulfill a role in a Program based on the evaluation of that individual’s education and experience. Certificates are issued by DOE’s Delaware Practitioners in Early Childhood, a qualifications data system.

Dual Language Learners: Youth who are learning English in addition to their home language.

High Risk: Populations of youth who are low-income, have identified disabilities and/or special needs, homeless, dual language learners, and/or involved in the child welfare system.

Intentional Teaching: Teachers use curriculum resources to plan and develop goals for youth based on ongoing assessment. They design instructional strategies to help youth achieve the desired goals, then re-assess and revise their instructional strategies based on those assessments.

Ongoing: Continuing on a regular basis; verifiers will be looking for documentation that shows requirements occur at least monthly.

Policies: A written, well-organized plan that is designed to guide decisions, actions and other matters; and is reviewed and updated as needed. The Policies must meet the intent of the Rationale when a Policies is referenced in the Standard.

Program Year: The beginning and ending dates of services to youth and their families. “Program year” is applicable to programs that provide services less than 12 months per year.

Staff: An employee qualified to be alone with school-agers/youth, with a designated role during the core part of the day.

Supplemental Curriculum: A supplemental curriculum accompanies the curriculum framework by providing guidance and practice in specific areas to meet the needs of youth in programs.

Transition: Transition refers to change. There are many kinds of transitions that youth may experience:

- Transitions between programs including a move from home into a school-age program or from one program to another, i.e. into and out of a program.
- Transitions within programs, typically when youth move from one group to another

STANDARDS

FAMILY AND COMMUNITY PARTNERSHIPS

FC1	Maximum 2 points	Program welcomes all youth and their families with procedures that embrace inclusion and diversity.	2 points
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Diversity, for the purpose of explaining this standard, refers to differences in culture, race, age, and ability.

Verification

1. Outreach efforts targeting families of youth with disabilities and/or youth who are dual language learners.

Dual language learners refer to youth who are learning English in addition to their home language. Examples of outreach efforts include:

- *Welcoming event such as open house, teacher meet and greet, orientation, etc.*
- *Recruitment efforts 25% of staff has completed at least 6 hours of inclusion and/or diversity training. "Staff" is determined by a staff member's designated role in the program and for this example includes School-Age Administrators, School-Age Site Coordinators and School-Age Site Assistants.*
- *Ongoing relationships with schools, Head Start, and/or other community partners serving families of youth with disabilities and dual language learners*
- *Staff is knowledgeable about available resources and referral processes for families of youth with disabilities and dual language learners*

Acceptable evidence includes:

- *Pictures*
- *Announcements*
- *Flyers*
- *Sign-in sheet*
- *Delaware Institute for Excellence in Early Childhood (DIEEC) training certificates*
- *DIEEC transcripts reflecting completion of training*
- *Delaware Inclusion Credential*
- *College transcripts reflecting passing grade for an approved inclusion course*
- *Signed MOUs, agreements*
- *Intake documentation with families regarding development, ability, home environment, culture, languages*

FC2	Maximum 2 points	Program provides weekly written correspondence with families.	2 points
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Verification

1. Weekly written group communication that includes information on current events and classroom activities.

Acceptable evidence includes:

- *Bulletin board*
- *Dry erase board*
- *Classroom webpage*
- *Group e-mails*
- *Newsletter*

FC3	Maximum 2 points	Program conducts conferences with families at least twice annually.	2 points
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Families of youth enrolled in program less than 12 months may be excluded from this requirement.

Verification

1. Parent conferences held within the last 12 months or opt-out form signed by parents for conferences offered within the last 12 months.

Acceptable evidence of conference held includes:

- *Parent signature on dated summary forms from conferences*
- *Conference sign-up sheets*
- *Parent signature on dated opt-out forms*

FS1	Maximum 4 points	Program makes accommodations for families of youth with identified disabilities or who are dual language learners. <ul style="list-style-type: none"> • Accommodations for families of youth with identified disabilities • Accommodations for families of youth who are dual language learners 	2 points 2 points
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Dual language learners refer to youth who are learning English in addition to their home language.

Verification

Accommodations for families of youth with identified disabilities:

1. Program has ongoing written and/or verbal interaction with families of youth enrolled currently or during the past 12 months regarding progress and accommodations.

Acceptable evidence of ongoing interaction includes:

- *Progress reports provided to and signed by parents*
- *Journal correspondence to parents*
- *Printed emails to parents*

Accommodations for families of youth who are dual language learners:

1. Program has ongoing communication with families whose home language is not English.

Acceptable evidence of ongoing communication includes:

- *Bilingual written communication for families*
- *At least one bilingual staff member that facilitates communication with families*
- *MOU's, contracts, or agreements to facilitate communication with families of dual language learners*

FS2	Maximum 2 points	Program systematically gathers information from families and uses data to inform program planning annually.	2 points
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Verification

1. Information from families gathered within the last 12 months.
Acceptable evidence includes:
 - *Annual parent/family surveys and evidence of use*
 - *Minutes from meetings of advisory board, PTO, or parent committee*

2. Implementation of applicable program planning or changes based on information gathered from families.
Acceptable evidence includes:
 - *Written documentation or summary of program changes*
 - *Pictures of program changes*
 - *Written plan with timeline for program changes*

FS3	Maximum 1 point	Program implements a variety of family-centered events annually.	1 point
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Verification

1. At least two family centered events, either educational or social, held within the last 12 months.
Examples of an educational focused event include literacy night, health/safety awareness, a parenting class, etc. Acceptable evidence includes:
 - *Pictures of event*
 - *Announcement*
 - *Sign-in sheet*
 - *Flyers*
Examples of family centered social events include potlucks, open house, holiday parties, etc. Acceptable evidence includes:
 - *Pictures of events*
 - *Announcements*
 - *Sign-in sheets*
 - *Flyers*

FS4	Maximum 4 points	Program supports transitions for families: <ul style="list-style-type: none"> • Into the program • Within the program • Out of the program 	2 points 1 point 1 point
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Note: Partial points are given to programs that meet the standard for either transitions “into” or “out of” the program. A total of 4 points is given if transition “within” a program is not applicable.

Verification

Into the program:

1. Implementation of transition plan into the program for each age group served.

Acceptable evidence includes:

- *“Getting to Know You” form and evidence of use*
- *Written request of youth’s records from previous program with parent permission and evidence of use*
- *Documentation of teacher meeting/program visit*
- *Documentation of tour of program*
- *Documentation of transition days*

Within the program:

1. Implementation of transition plan within the program for each age group served.

Acceptable evidence includes:

- *Documentation of meeting/visiting with new classroom staff*
- *Documentation of new classroom visits*
- *Documentation of transition days*

Out of the program:

1. Implementation of transition plan out of the program for each age group served.

Acceptable evidence includes:

- *Literature about self-care sent home to families*
- *Documentation of family meetings about self-care preparedness*
Documentation of family meetings about transitioning to another program or different type of care
- *Exit interview form and evidence of use*

FP1	Maximum 2 points	Program develops and maintains active relationships with schools.	2 points
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Verification

1. Evidence of active relationship with schools.

Examples of relationships include agreements involving inclusive services for youth with disabilities, transition assistance into school, professional development activities, etc. Acceptable evidence includes:

- *Written correspondence*
- *E-mail correspondence*
- *Documentation of professional development attendance*
- *Written agreement*

FP2	Maximum 1 point	Program develops and maintains active relationships with community-based agencies.	1 point
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Verification

1. At least two events involving community-based agencies held within the last 12 months.

Examples include enrollment or use of services such as Read Aloud, Foster Grandparent Program, etc. and visits from or trips to the local library, parks and recreation, etc. Youth in the program must be directly involved. Relationships with state programs such as POC and CACFP are not accepted here. Acceptable evidence includes:

- *Pictures of events*
- *Newsletters*
- *Flyers*
- *Invoices*
- *Written agreements*

QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

QE1	Maximum 4 points	Person functioning as Administrator completes the Delaware Administrator Credential and is qualified through Delaware First as an Administrator.	4 points
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Information about the Delaware Administrator Credential can be found on the Delaware Institute for Excellence in Early Childhood (DIEEC) website.

Verification

1. Delaware Administrator Credential.
2. *Delaware First* Administrator certificate.

QE2	Maximum 3 points	Person functioning as the Administrator utilizes the Delaware Early Childhood Career Lattice for professional development planning and achieves Step 8 or above.	3 points
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The Delaware Early Childhood Career Lattice can be found on the DIEEC website.

Verification

1. Official DIEEC or *Delaware Practitioners of Early Childhood* (DPEC) transcripts.

QE3	Maximum 4 points	Teaching staff complete appropriate credentials.	
		<ul style="list-style-type: none"> • At least one staff member attains a Delaware credential (excluding Administrator) 	1 point
		<ul style="list-style-type: none"> • 25% of staff completes School-Age Credential • 25% of staff completes one Delaware credential (excluding Administrator and School-Age Credentials) 	2 points 2 points

“Staff” is determined by a staff member’s designated role in the program. Staff designated as School-Age Site Coordinator and School-Age Site Assistant are included in this requirement.

Verification

1. Delaware Credentials

QE4	Maximum 7 points	Program staff utilizes the Delaware Early Childhood Career Lattice for career planning.	3 points
		<ul style="list-style-type: none"> • 50% of staff achieve Step 4 or above on the Delaware Early Childhood Career Lattice • 30% of staff achieve Step 6 or above on the Delaware Early Childhood Career Lattice 	4 points

“Staff” is determined by a staff member’s designated role in the program. Staff designated as School-Age Administrator, School-Age Site Coordinator and School-Age Site Assistant are included in this requirement.

Verification

1. Official DIEEC or DPEC transcripts.

QE5	Maximum 3 points	Person functioning as School-Age Site Coordinator utilizes the Delaware Early Childhood Career Lattice for professional development planning.	2 points
		<ul style="list-style-type: none"> • Achieves Step 7 or above on the Delaware Early Childhood Career Lattice • Achieves Step 8 or above on the Delaware Early Childhood Career Lattice 	3 points

Verification

1. Official DIEEC or DPEC transcripts.

QT1	Maximum 3 points	Annual training hours are quality assured.	2 points
		<ul style="list-style-type: none"> • For each staff, 50% or more of all training hours completed are quality assured • For each staff, 75% or more of all training hours completed are quality assured 	3 points

“Staff” is determined by a staff member’s designated role in the program. Staff designated as School-Age Administrator, School-Age Site Coordinator and School-Age Site Assistant are included in this requirement.

Verification

1. Official DIEEC or college transcripts reflecting appropriate percentage of quality assured training from the current or last licensing year.

QT2	Maximum 5 points	Program implements a system of staff evaluation that integrates professional development needs. <ul style="list-style-type: none"> • Annual evaluation for each staff person that includes observations, written feedback, and a self-assessment completed by staff using the <i>Delaware Competencies for School-Age Professionals</i> • Program requires staff to use annual competency-based evaluation and self-assessment to create annual <i>Individual Professional Development Plans</i> 	2 points 3 points
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“Staff” is determined by a staff member’s designated role in the program. Staff designated as School-Age Site Coordinator and School-Age Site Assistant are included in this requirement.

A staff member may be excluded from this requirement if they have been employed by the program for less than 12 months.

The Delaware Competencies for School-Age Professionals and the Individual Professional Development Plan (IPDP) can be found on the DIEEC website.

Verification

Annual evaluation for each staff person that includes observations, written feedback, and a self-assessment completed by staff using the Delaware Competencies for School-Age Professionals:

1. A self-assessment completed by each staff member within the last 12 months using the Delaware Competencies for School-Age Professionals.
2. Documentation of staff observation.
3. Written feedback on performance including strengths, areas in need of improvement, plan for improvement, and follow-up.

Program requires staff to use annual competency-based evaluation and self-assessment to create annual Individual Professional Development Plans:

1. A self-assessment completed by each staff member using a competency-based evaluation within the last 12 months.
The Delaware Competencies for School-Age Professionals can be used as the competency-based evaluation.
2. An *Individual Professional Development Plan* reflecting consideration of the self-assessment and the annual evaluation completed by each staff member within the last 12 months.

QT3	Maximum 1 point	Program completes a <i>Facility Professional Development Plan</i> to compile information on staff professional development needs.	1 point
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The Facility Professional Development Plan can be found on the DIEEC website.

“Staff” is determined by a staff member’s designated role in the program. Staff designated as School-Age Site Coordinator and School-Age Site Assistant are included in this requirement.

Verification

1. *Individual Professional Development Plan* for each staff member completed within the last 12 months.
2. *Facility Professional Development Plan* that reflects integration of the *Individual Professional Development Plans* completed within the last 12 months.

MANAGEMENT AND ADMINISTRATION

MP1	Maximum 3 points	Program requires a staff person designated as School-Age Site Coordinator to be present on-site during operating hours.	3 points
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Verification

1. Delaware First Certificate for School-Age Site Coordinator.
2. Staffing schedules reflecting staff ratio followed for the last 3 months

MP2	Maximum 2 points	Program arranges regular, paid planning time (minimum one hour) and access to resources for at least one staff member per classroom/group when they are not responsible for youth. <ul style="list-style-type: none"> • Bi-weekly (30 minutes continuous or more) • Weekly (30 minutes continuous or more) 	1 point 2 points
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Verification

1. Computer and other resources available for staff use.
2. Evidence of planning time and staff use of resources for at least one staff member per classroom/group for the last 3 months.

Acceptable evidence includes:

Planning time schedule

Staff sign-in/out sheets

MO1	Maximum 2 points	Program implements a risk management plan.	2 points
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Verification

1. Risk management plan.

Plan must include, at minimum, 4 of the 9 following components: Contract with each family

 - *Disaster plan*
 - *Liability Insurance(s)*
 - *State and local business license(s) attainment*
 - *Abuse and Neglect policy*

- *Financial Risk Management Policy*
- *Health and Safety Policies*
- *Staff Handbook*
- *Inclusion Policy*
- *Parent Handbook*

2. Implementation of applicable components of risk management plan.

Acceptable evidence for each component includes:

- *A written contract with a family must identify all parties involved including the youth, both parents/legal guardians, and the program; state program hours of operation and terms of payment; describe the termination agreement; include contract start date; and require signatures of all parties including both parents/legal guardians and program.*
- *A written disaster plan must include plans for potential disasters applicable to the area with evidence of regular emergency drill practices at all times of the program day. Plan is required to describe procedures taken by staff for each type of disaster, procedure for notifying parents, and measures to ensure youth health and safety.*
- *Proof of liability insurance covering program/building, youth, and vehicles if used to transport youth.*
- *Proof of all applicable state and local (city, county, etc.) business license(s). This does not include license obtained from the Office of Child Care Licensing.*
- *Written abuse and neglect policy that includes identification and reporting procedures, with evidence of training for all staff. Acceptable evidence includes documentation of in-house training, new staff orientation, or training certificates.*
- *Written financial risk management policy describing how funds, expenses, and records are handled and who is responsible for each/all, and security and confidentiality procedures.*
- *Health and safety policies must include use of safety checklists that include potential and applicable hazards to look for both indoors and outdoors where youth may have access, with evidence of daily completion by staff and procedures for accident reporting and analysis.*
- *Staff Handbook must include the program's mission and philosophy, as well as clear policies and procedures around inclusion, family support, and communication.*
- *Inclusion policy must be written in people first (not disability first) language and include, at minimum, the following components:*
 - *Program position statement on inclusion*
 - *Procedure for determining accommodations and supports IEP request and involvement*
- *Parent handbook must include clear policies and procedures around program goals, family support and communication, curriculum and assessment, and appropriate accommodations for all youth.*

MO2	Maximum 2 points	Program provides access to the following benefits for employees: Paid vacation, paid sick time, paid holidays, retirement, insurance (health or other). <ul style="list-style-type: none"> • Two selected • Three or more 	1 points 2 points
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Benefits must be available to at least all full-time staff. Program determines requirements of full-time status.

Verification

1. Benefits provided by program accessible to employees.

Acceptable documentation includes:

- *Contract or letter of agreement listing benefits received signed by employee*
- *Employee sign off of receipt of handbook, if specific benefits are listed in detail*
- *List of benefits employee is accessing signed by employee*

MO3	Maximum 2 points	Program conducts required all-staff meetings. <ul style="list-style-type: none"> • Quarterly • Monthly 	1 points 2 points
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Smaller group meetings (such as all site coordinators, all school-age site staff, etc.) may be held in lieu of meetings attended by entire staff if they are held at the required frequency and meetings requiring the attendance of the entire staff are held at least annually.

“Staff” is determined by a staff member’s designated role in the program. Staff designated as School-Age Administrator, School-Age Site Coordinator and School-Age Site Assistant are included in this requirement.

Verification

1. Attendance list/sign-in from the last 3 all-staff meetings held within the last 12 months.
2. Meeting agendas from the last 3 all-staff meetings held within the last 12 months.

MO4	Maximum 3 points	Program implements strategies to retain 75% of classroom staff on a school year basis.	3 points
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“Staff” is determined by a staff member’s designated role in the program. Staff designated as School-Age Site Coordinator and School-Age Site Assistant are included in this requirement.

Verification

1. Less than 25% staff change within the last school year.

Accepted evidence includes:

- *Current staff list in database*
- *Current staff list with hire dates*

MO5	Maximum 4 points	Program provides staff access to: <ul style="list-style-type: none"> • Comfortable adult facilities and storage • Administrative computer with internet • Staff computer in staff space with internet. 	1 point 1 point 2 points
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Verification

1. ***Comfortable adult facilities and storage:***
 - Secure storage space such as locked cabinets or closet available for staff use.
 - Private area with comfortable adult furniture for staff that is not used by youth.
 - Adult restroom for staff that is not used by youth.
2. ***Administrative computer with internet:***
 - Working computer onsite for administrative use.
 - Valid e-mail address for Administrator.
3. ***Staff computer in staff space:***
 - Working computer with internet for staff use in space used primarily by staff.

MF1	Maximum 2 points	Program implements a system for fiscal management. <ul style="list-style-type: none"> • Annual operating budget with income and expense figures • Program reviews annual operating budget quarterly, adjusts as needed, and files copies for later review. 	1 point 1 point
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Verification

1. ***Annual operating budget with income and expense figures:***
 - Quarterly financial reports including income, expense, and operating budget completed within the last 12 months or annual audit completed by an external professional accounting service.

2. ***Program reviews annual operating budget quarterly, adjusts as needed, and files copies for later review:***
 - Quarterly financial reports with evidence of review and applicable adjustments within the last 12 months or annual audit completed by an external professional accounting service.
Administrator, owner, accountant/professional service, or board member may complete review and adjustments.

LEARNING ENVIRONMENT AND CURRICULUM

REQUIRED	Program has an independent ERS assessment and achieves the following classroom scores for classrooms selected: <ul style="list-style-type: none"> • Minimum 3.40 (Star Level 3) • Minimum 4.40 (Star Level 4) • Minimum 5.40 (Star Level 5) 	
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Verification

1. Evidence the program has met minimum scores listed above as determined by the most recent Delaware Stars ERS assessment.

LE1	Maximum 3 points	Program implements the staff/youth ratio of 1:14 for youth 60 months and older.	3 points
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Verification

1. Staffing schedules and daily classroom/group attendance records reflecting lower ratio followed for the last 3 months.
2. Verifier observation.

LE2	Maximum 3 points	Program implements the maximum group size of 28 for youth 60 months and older.	3 points
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Verification

1. Staffing schedules and daily classroom/group attendance records reflecting group size followed for the last 3 months.
2. Verifier observation.

LO1	Maximum 2 points	Program observes and documents individual youth's progress and reports progress to families twice annually.	2 points
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Youth enrolled in program less than 12 months may be excluded from this requirement.

Verification

1. Documentation of observation for each youth enrolled.

Acceptable evidence includes:

 - *Progress reports*
 - *Notes from conferences*
 - *Individual youth portfolios*

2. Observation information is shared with parents twice annually.

Acceptable evidence includes:

 - *Conference summaries signed by parents*
 - *E-mail correspondence to parents*
 - *Parent signature on progress report*

LO2	Maximum 3 points	Program implements developmental youth assessment annually.	3 points
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**Effective July 1, 2016, this will be an Essential Standard for Star 4 and Star 5 programs when they move up or re-verify.*

Youth enrolled in program less than 12 months may be excluded from this requirement.

Developmental assessment tool must be on the Delaware Stars approved list or must be submitted for approval and approved prior to use. The approved list and approval process can be found on the Delaware Stars website.

Verification

1. Approved developmental youth assessment tool is used.

2. At least two staff members trained on developmental assessment tool used by the program.

Acceptable evidence includes:

 - *Training certificates*
 - *Written description and sign-off of informal training*

3. Developmental assessment report for each youth enrolled completed within the last 12 months.

LO3	Maximum 3 points	Program uses developmental youth assessments to inform goal and lesson planning.	3 points
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*Effective July 1, 2017, this will be an Essential Standard for Star 4 and Star 5 program when they move up or re-verify.

Verification

1. Lesson plans showing link to youth assessment forms for the last 3 months.

LC1	Maximum 3 points	Program follows a daily schedule that supports youth's free exploration both indoors and outdoors.	3 points
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Verification

1. Written daily schedule providing an equitable amount of time for free play indoors and outdoors. For full-day programs, at least 2 hours of free play with no less than 45 minutes of sustained play at a time is required for indoor play, and at least one hour of active physical play outside is required. For part-day programs, at least one hour of free play with no less than 30 minutes of sustained play at a time is required for indoor play, and at least 30 minutes of active physical play outside is required.
2. Verifier observation schedule is being followed.

LC2	Maximum 4 points	Program has plan for daily and weekly activities appropriate to all ages.	4 points
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Verification

1. Lesson plans and daily activities for each age group for the last 3 months.

LC3	Maximum 3 points	Program implements a framework for curriculum planning.	3 points
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**Effective July 1, 2016, this will be an Essential Standard for Star 4 and Star 5 programs when they move up or re-verify.*

Curriculum framework must be on the Delaware Stars approved list or must be submitted for approval and approved prior to use.

Verification

1. Approved curriculum framework used.
2. Daily activities and lesson plan with evidence of framework used for the last 3 months.

LC4	Maximum 2 points	Program implements a supplemental curriculum to support healthy lifestyles, including healthy eating and physical activity.	2 points
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Verification

1. Daily activities and lesson plans that include activities focused on healthy lifestyles, including healthy eating and physical activity for the last 3 months.

LC5	Maximum 4 points	Program implements instructional and environmental modifications that support the learning of all youth.	2 points
		<ul style="list-style-type: none"> • Program implements formalized procedures for making accommodations for youth with identified disabilities • Program implements formalized procedures for making accommodations for youth who are dual language learners 	2 points

Dual language learners refer to youth who are learning English in addition to their home language.

Verification

For program implements formalized procedures for making accommodations for youth with identified disabilities:

1. Enrollment of youth with an IEP or documentation from the Division of Prevention and Behavioral Health Services within the last 12 months.
Acceptable evidence includes:
 - *Dated youth registration form(s) signed by parent*
 - *Attendance records from last 3 months*
2. Current IEP or documentation from the Division of Prevention and Behavioral Health Services for each youth enrolled.
3. Instructional and/or environmental modifications based on youth's IEP or documentation from the Division of Prevention and Behavioral Health Services.
Acceptable evidence includes:
 - *Lesson plans*
 - *Individual Progress Reports*
 - *Documentation of accommodations*
 - *Observation/pictures of accommodations*

Program implements formalized procedures for making accommodations for youth who are dual language learners:

1. Enrollment of youth who are dual language learners within the last 12 months.
Acceptable evidence includes:
 - *Dated youth registration form(s) signed by parent with indication of dual language*
 - *Attendance records from last 3 months*
2. Accommodations made to curriculum and/or environment as needed.
Acceptable evidence includes:
 - *Lesson plans*
 - *Individual Progress Reports*
 - *Documentation of accommodations*
 - *Observation/pictures of accommodations*

Star Rating	Required Points
Star 3	40-59
Star 4	60-79
Star 5	80-100